



# State of New Jersey 2014-15

27-4080-080

## OVERVIEW

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PEQUANNOCK TWP

GRADE SPAN 06-08

PEQUANNOCK VALLEY SCHOOL  
493 NEWARK POMPTON TPKE.  
POMPTON PLAINS, NJ 07444-1923

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

### DEMOGRAPHIC INFORMATION

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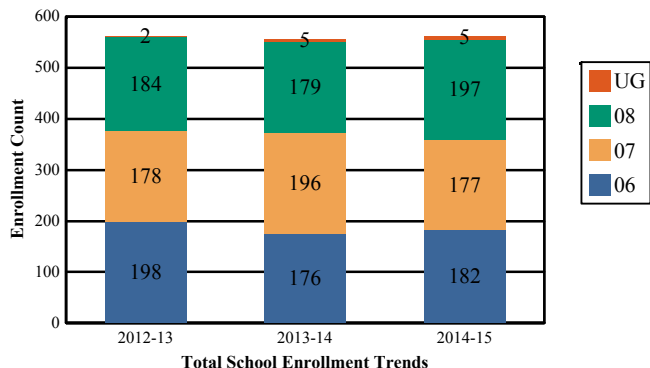
GRADE SPAN 06-08

27-4080-080

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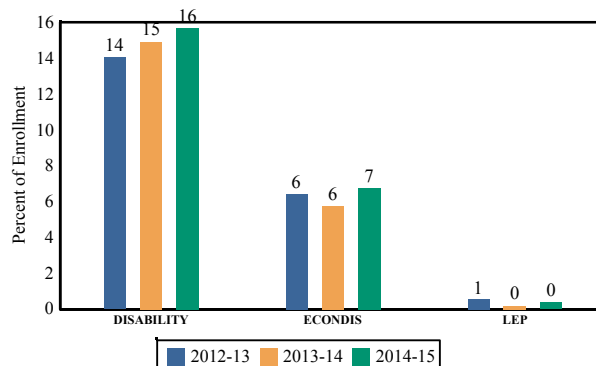
### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



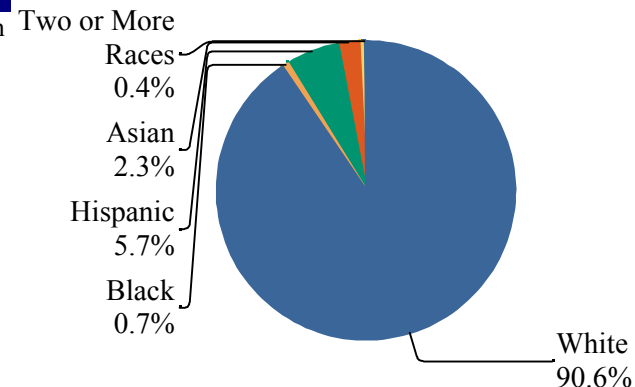
### Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



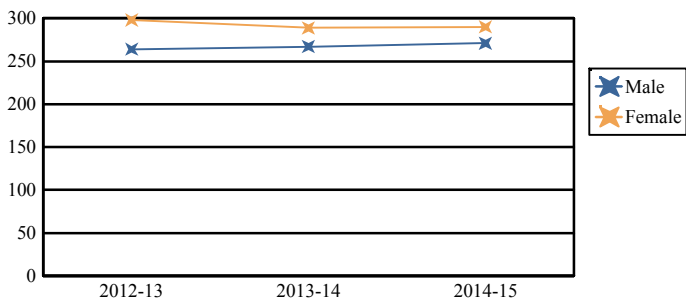
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

### Total School Enrollment

Year	Enrollment
2012-13	562
2013-14	556
2014-15	561

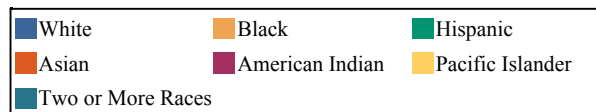
### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



### Current Year Enrollment by Program Participation

Program	Count of Students	% of Enrollment
Students with Disability	88	16%
Economically Disadvantaged Students	38	6.8%
English Language Learners	2	0.4%



### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	95.9%
Spanish	1.6%
Albanian	0.5%
Gujarati	0.4%
Russian	0.4%
Arabic	0.4%
Other	0.9%

	Male	Female
2012-13	264	298
2013-14	267	289
2014-15	271	290

**ACADEMIC ACHIEVEMENT**

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**GRADE SPAN 06-08**

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**493 NEWARK POMPTON TPKE.**  
**POMPTON PLAINS, NJ 07444-1923**

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	<b>71%</b>	<b>68</b>	<b>85</b>
Math Met or Exceeded Expectation	<b>57%</b>		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	525	71.2%	95%	95.6%	<b>YES</b>
White	476	71.9%	95%	95.1%	<b>YES</b>
African American	-	-	--	--	--
Hispanic	30	66.7%	95%	100%	-
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	80	15.1%	95%	91.2%	<b>YES*</b>
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	33	39.4%	95%	94.6%	-

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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GRADE SPAN 06-08

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	527	57.2%	95%	95.6%	YES
White	478	57.5%	95%	95.1%	YES
African American	-	-	--	--	--
Hispanic	30	50%	95%	100%	-
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	81	13.6%	95%	92.3%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	33	42.4%	95%	94.6%	-

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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GRADE SPAN 06-08

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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

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GRADE SPAN 06-08

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PARCC ELA Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	176	757	749	2%	9%	27%	53%	10%	63%	50%
White	165	756	755	2%	9%	27%	52%	10%	62%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	-	-	736	-	-	-	-	-	-	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	34	726	718	9%	32%	38%	21%	0%	21%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	733	-	-	-	-	-	-	30%

ACADEMIC ACHIEVEMENT

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GRADE SPAN 06-08

PEQUANNOCK VALLEY SCHOOL

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PARCC ELA Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	166	771	750	4%	8%	16%	32%	40%	72%	53%
White	146	774	757	3%	7%	15%	32%	44%	75%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	13	748	736	8%	23%	15%	38%	15%	54%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	21	729	713	14%	24%	43%	14%	5%	19%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	11	759	733	0%	18%	45%	9%	27%	36%	33%

ACADEMIC ACHIEVEMENT

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GRADE SPAN 06-08

PEQUANNOCK VALLEY SCHOOL

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PARCC ELA Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	183	770	750	5%	4%	12%	50%	28%	78%	53%
White	165	771	757	5%	5%	12%	51%	28%	79%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	-	-	735	-	-	-	-	-	-	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	14	754	732	0%	14%	36%	36%	14%	50%	34%



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GRADE SPAN 06-08

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PARCC MATH - Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	177	751	743	2%	11%	29%	53%	5%	58%	42%
White	166	750	749	2%	11%	31%	52%	4%	56%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	-	-	731	-	-	-	-	-	-	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	35	731	718	11%	29%	40%	20%	0%	20%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	-	-	729	-	-	-	-	-	-	23%

**ACADEMIC ACHIEVEMENT**

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**GRADE SPAN 06-08**

**PEQUANNOCK VALLEY SCHOOL**

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**POMPTON PLAINS, NJ 07444-1923**

**PARCC MATH - Performance Distribution - Grade - 07**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	166	748	740	4%	13%	34%	46%	3%	49%	38%
White	146	751	745	3%	12%	34%	48%	3%	51%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	13	725	730	8%	38%	38%	15%	0%	15%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	21	714	715	24%	38%	29%	10%	0%	10%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	11	732	728	18%	27%	18%	36%	0%	36%	21%

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GRADE SPAN 06-08

PEQUANNOCK VALLEY SCHOOL

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POMPTON PLAINS, NJ 07444-1923

PARCC MATH - Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	115	742	726	9%	13%	30%	47%	1%	48%	24%
White	106	743	732	8%	12%	31%	47%	1%	48%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	13	742	719	8%	15%	31%	46%	0%	46%	17%

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GRADE SPAN 06-08

PEQUANNOCK VALLEY SCHOOL

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POMPTON PLAINS, NJ 07444-1923

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	69	779	740	0%	0%	9%	78%	13%	91%	40%
White	60	780	746	0%	0%	7%	80%	13%	93%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

### 2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>  
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>  
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>  
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

#### Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

ACADEMIC ACHIEVEMENT

MORRIS

PEQUANNOCK TWP

GRADE SPAN 06-08

27-4080-080

PEQUANNOCK VALLEY SCHOOL  
493 NEWARK POMPTON TPKE.  
POMPTON PLAINS, NJ 07444-1923

NJASK Results - Science Grade Level - 08

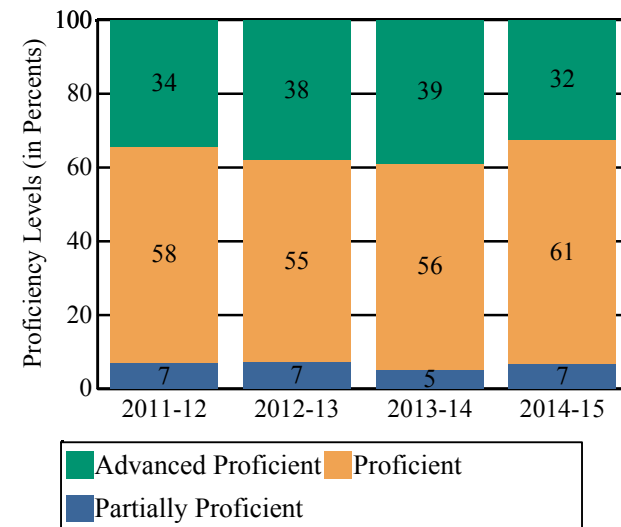
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	32%	61%	7%
White	32%	62%	6%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	3%	60%	37%
English Language Learners	-	-	-
Economically Disadvantaged Students	14%	79%	7%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

### Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
71	70

### Algebra I Test Taking

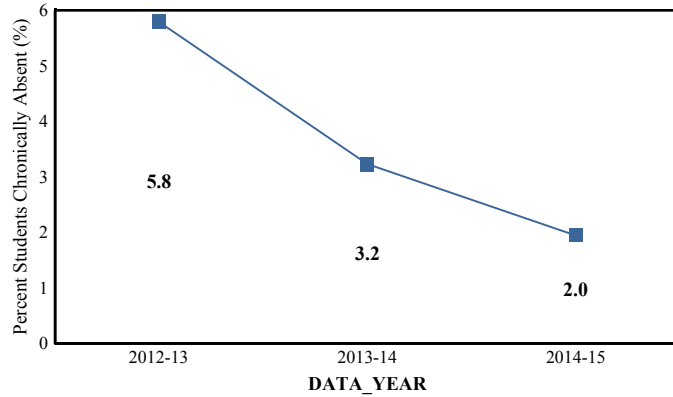
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
100.0%	90.0%

- Data Suppressed to protect the confidentiality of students

### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

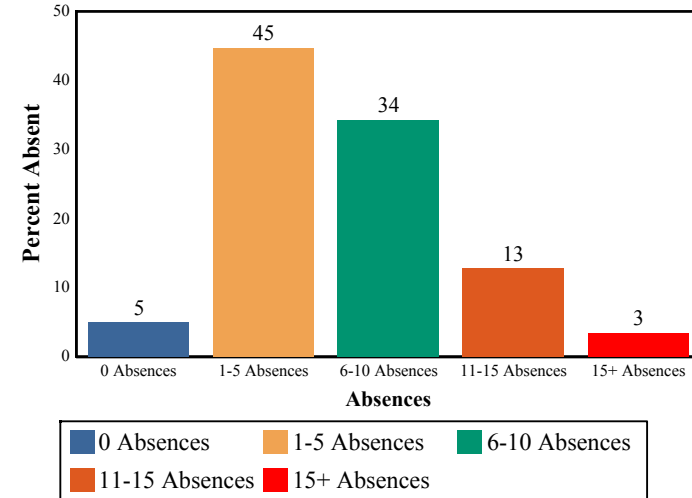


**Chronic Absenteeism for 2014-15**

**1.95%**

### Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1 - 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.





**COLLEGE AND CAREER READINESS**

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GRADE SPAN 06-08

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**Visual and Performing Arts**

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	100.0%	66.0%
Visual Arts	100.0%	71.1%
Total: All Visual and Performing Arts	100.0%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

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**GRADE SPAN 06-08**

**PEQUANNOCK VALLEY SCHOOL**

**493 NEWARK POMPTON TPKE.**

**POMPTON PLAINS, NJ 07444-1923**

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	62	88	86	35	YES
Student Growth on Math	52	55	63	35	YES
		72	75		100%

**Student Growth**

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	1%	0%
Partially Met	5%	1%	1%
Approached	10%	5%	4%
Met	9%	15%	21%
Exceeded	2%	5%	19%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	0%	0%
Partially Met	7%	3%	1%
Approached	10%	11%	11%
Met	8%	19%	22%
Exceeded	0%	1%	2%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

**WITHIN SCHOOL ACHIEVEMENT GAP**

**MORRIS**

**PEQUANNOCK TWP**

**GRADE SPAN 06-08**

**PEQUANNOCK VALLEY SCHOOL**

**493 NEWARK POMPTON TPKE.**

**POMPTON PLAINS, NJ 07444-1923**

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

**Grade Level - 06**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	815	850
75th	775	770
50th	756	749
25th	740	726
0th	658	650

Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap	35	44
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**Grade Level - 06**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	801	850
75th	766	763
50th	753	742
25th	737	721
0th	681	650

Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap	29	42
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**WITHIN SCHOOL ACHIEVEMENT GAP**

**MORRIS**

**PEQUANNOCK TWP**

**GRADE SPAN 06-08**

**27-4080-080**

**PEQUANNOCK VALLEY SCHOOL**

**493 NEWARK POMPTON TPKE.**

**POMPTON PLAINS, NJ 07444-1923**

**Grade Level - 07**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	848	850
75th	799	776
50th	772	751
25th	747	724
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
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<b>25th vs 75th Gap</b>	52	52
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**Grade Level - 08**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	830	850
75th	795	777
50th	776	751
25th	753	723
0th	655	650

	Scale Score Gap - School	Scale Score Gap - State
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<b>25th vs 75th Gap</b>	42	54
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**Grade Level - 07**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	791	850
75th	770	759
50th	749	740
25th	732	720
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
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<b>25th vs 75th Gap</b>	38	39
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**Grade Level - 08**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	795	850
75th	762	748
50th	749	726
25th	727	704
0th	656	650

	Scale Score Gap - School	Scale Score Gap - State
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<b>25th vs 75th Gap</b>	35	44
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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
<b>2014-15</b>	6 Hrs. 40 Mins.

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
<b>2014-15</b>	2.0%

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
<b>Full Time</b>	6 Hrs. 0 Mins.
<b>Shared Time</b>	0 Hrs. 0 Mins.

### Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
<b>2014-15</b>	0

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
<b>Faculty</b>	13
<b>Administrators</b>	187

**SCHOOL PEER GROUP**

**MORRIS  
PEQUANNOCK TWP**

**GRADE SPAN 06-08**

**PEQUANNOCK VALLEY SCHOOL  
493 NEWARK POMPTON TPKE.  
POMPTON PLAINS, NJ 07444-1923**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	CLOSTER BORO	TENAKILL MIDDLE SCHOOL	03-0930-060	05-08	0%	4.6%	12%
BERGEN	HARRINGTON PARK BORO	HARRINGTON PARK SCHOOL	03-2050-050	KG-08	0%	3.4%	11.8%
BERGEN	OAKLAND BORO	DISTRICT VALLEY MIDDLE SCHOOL	03-3760-080	06-08	6.5%	0.5%	13.4%
BERGEN	OLD TAPPAN BORO	CHARLES DEWOLF MIDDLE SCHOOL	03-3850-030	05-08	0.5%	2.1%	7.8%
BERGEN	RAMSEY BORO	ERIC S. SMITH MIDDLE SCHOOL	03-4310-055	06-08	4.7%	0.4%	13.2%
BERGEN	RUTHERFORD BORO	UNION SCHOOL	03-4600-100	04-08	4.6%	0.6%	9.1%
BURLINGTON	MEDFORD TWP	MEDFORD MEMORIAL MIDDLE SCHOOL	05-3080-055	07-08	6.9%	0.6%	13.4%
CHARTERS	PRINCETON CS	PRINCETON CHARTER SCHOOL	80-7540-930	KG-08	1.7%	0%	5.8%
CHARTERS	UNITY CS	UNITY CHARTER SCHOOL	80-8050-990	KG-08	8.4%	0%	18.8%
ESSEX	CALDWELL-WEST CALDWELL	GROVER CLEVELAND MIDDLE SCHOOL	13-0660-060	06-08	7.4%	0.2%	17.7%
HUNTERDON	DELAWARE TWP	DELAWARE TOWNSHIP SCHOOL	19-1040-040	PK-08	9%	1.1%	19.3%
HUNTERDON	FRANKLIN TWP	FRANKLIN TOWNSHIP SCHOOL	19-1600-050	PK-08	4.3%	0.7%	11.3%
HUNTERDON	HOLLAND TWP	HOLLAND TOWNSHIP ELEMENTARY SCHOOL	19-2220-060	PK-08	8.4%	0.5%	22.6%
HUNTERDON	READINGTON TWP	READINGTON MIDDLE SCHOOL	19-4350-050	06-08	6.7%	1%	17.2%
MONMOUTH	BRIELLE BORO	BRIELLE ELEMENTARY SCHOOL	25-0560-020	PK-08	4.3%	0.5%	11.9%
MONMOUTH	MARLBORO TWP	MARLBORO MIDDLE SCHOOL	25-3030-050	06-08	4.3%	1.5%	14.2%
MONMOUTH	MILLSTONE TWP	MILLSTONE TOWNSHIP MIDDLE SCHOOL	25-3200-040	06-08	8%	0%	17.4%
MONMOUTH	OCEANPORT BORO	MAPLE PLACE MIDDLE SCHOOL	25-3830-030	05-08	8.3%	0.7%	18.8%
MORRIS	HANOVER TWP	MEMORIAL JUNIOR SCHOOL	27-2000-040	06-08	2.2%	1.2%	10.6%
MORRIS	MADISON BORO	MADISON JUNIOR SCHOOL	27-2870-100	06-08	7.3%	0.5%	16.2%
MORRIS	PEQUANNOCK TWP	PEQUANNOCK VALLEY SCHOOL	27-4080-080	06-08	6.8%	0.4%	15.7%
MORRIS	RANDOLPH TWP	RANDOLPH MIDDLE SCHOOL	27-4330-075	06-08	8%	1.4%	18.5%

**SCHOOL PEER GROUP**

**MORRIS**

**PEQUANNOCK TWP**

**GRADE SPAN 06-08**

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PASSAIC	WAYNE TWP	SCHUYLER-COLFAX MIDDLE SCHOOL	31-5570-145	06-08	7%	0.2%	17.1%
SOMERSET	MONTGOMERY TWP	MONTGOMERY UPPER MIDDLE SCHOOL	35-3320-070	07-08	4.3%	0.7%	12%
SUSSEX	ANDOVER REG	LONG POND SCHOOL	37-0090-040	05-08	8.9%	0.4%	20.4%
SUSSEX	BYRAM TWP	BYRAM INTERMEDIATE SCHOOL	37-0640-030	05-08	8.8%	0.2%	18.6%
SUSSEX	GREEN TWP	GREEN HILLS SCHOOL	37-1800-060	KG-08	5.7%	0%	10.2%
UNION	CLARK TWP	CARL H. KUMPF SCHOOL	39-0850-035	06-08	6.3%	1%	13.8%
UNION	NEW PROVIDENCE BORO	NEW PROVIDENCE MIDDLE SCHOOL	39-3560-080	07-08	5.3%	0.3%	10%
WARREN	ALLAMUCHY TWP	ALLAMUCHY TOWNSHIP SCHOOL	41-0030-010	02-08	9.4%	0.6%	19.9%
WARREN	GREENWICH TWP	STEWARTSVILLE MIDDLE SCHOOL	41-1840-070	06-08	6.4%	0%	14.8%